**SBI3U Virtual Fly Lab Report Evaluation Rubric NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Communication /20**

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| **Section** | **Level  0** | **Level  1 (50-59%)** | **Level 2 (60-69%)** | **Level 3 (70-79%)** | **Level 4 (80-100%)** |
| Title | No title provided | -The title is not unique or does not relate specifically to the lab | -The title is too vague and/or contains errors | -The title uniquely and sufficiently describes the lab performed | -The title clearly and specifically details the purpose of the lab without restating the purpose verbatim |
| Hypothesis  (Reciprocal Cross) | No hypothesis provided  No reasoning provided | -The hypothesis for the reciprocal cross is poorly written, not fully clear and/or concise  -Some reasoning is provided, but lacks major detail or is sparse and/or superficial | -The hypothesis for the reciprocal cross is not fully clear and/or concise  -Reasoning is provided, but lacks detail or seems sparse and/or superficial | -The hypothesis for the reciprocal cross is clear but not concise.  -Reasoning is provided. | -The hypothesis for the reciprocal cross is clear and concise.  -Thorough reasoning is provided. |
| Results | No results provided  No calculations provided | - some tables are missing and/or tables provided are missing data, titles, column headings or labels  - written description is absent  -sample calculations are disorganized and/or incomplete | - tables are included but are missing some data or contain two or more formatting errors or missing titles or column headings or have titles or labels that lack clarity and/or detail  -written description misses some key findings  -sample calculations appear organized but are difficult to follow | -formatted tables are included with appropriate titles and column headings that are clear and detailed, but one formatting error  -a written description of the key findings is provided  -sample calculations are organized and can be followed upon inspection | -formatted tables are included with appropriate titles and column headings that are clear and detailed  -a clear and concisely written description of the key findings is provided  -sample calculations are very well organized, clear, and easy-to-follow |
| Conclusion | No conclusion provided | -summary of results is incomplete  -does not refer to the hypothesis and/or purpose  -lacks clarity and/or conciseness | -results of the experiment may be too detailed, or insufficient in detail, and not related to the purpose of the lab  -unclear if hypothesis is supported by data or not  -lacks clarity and/or conciseness | -summarizes the results of the experiment clearly but not concisely  -does not relate directly to the purpose of the lab  -states if the data supported the hypothesis, but uses words like “proves” or “disproves” | -provides a clear and concise summary of the results of the experiment in relation to the purpose of the lab  -states directly if the data supported the hypothesis |
| General | -No formatting evident  - First person tense used throughout  -Writing is incoherent  -Editing is not evident  -Many spelling/grammar errors  -No references provided | -No page numbers  -Report not typed  -The layout of each page and all the text and subtitles has several formatting errors  -Past tense, passive voice is not consistently used throughout  -Writing lacks clarity and/or conciseness  -Editing is careless  -There are several spelling or grammar errors  -References are provided, but they seem generic and not connected to specific information, and/or contain three or more errors in APA format, no separate “References” section, and no in-text citations | -Page numbering is inconsistent  -Report is typed  -The layout of each page and all the text and subtitles has three or more formatting errors  -Past tense, passive voice is not consistently and sometimes when discussing theory  -Writing is mostly clear but lacks conciseness  -The work shows some editing  -There are three or more spelling or grammar errors  -Very little of the information that is not from the course content and experiment have citations  -References are in APA format with proper in-text citations and a separate “References” section but with two or more errors  - Genetics symbols and coding are sometimes properly identified, written correctly and used properly in genetic crosses, Punnett squares and pedigrees  -Some Punnett squares and pedigrees are neatly and properly drawn and labeled | -Page numbering is consistent  -Report is typed  -The layout of each page and all the text and subtitles has one or two formatting errors  -Past tense, passive voice is used throughout except when discussing theory  -Writing is clear and concise  -The work shows considerable editing  -There are one or two spelling or grammar errors  -Most information that is not from the course content and experiment have citations  -References are in APA format with proper in-text citations and a separate “References” section, but with one error  - Genetics symbols and coding are mostly properly identified, written correctly and used properly in genetic crosses, Punnett squares and pedigrees  -Most Punnett squares and pedigrees are neatly and properly drawn and labeled | -Page numbering is consistent  -Report is typed  -The layout of each page and all the text and subtitles are properly formatted throughout  -Past tense, passive voice is used throughout except when discussing theory  -Writing is consistently clear and concise  -The work shows thorough editing  -There are no spelling or grammar errors  -All information that is not from the course content and experiment have citations  -All references are in APA format with proper in-text citations and a separate “References” section  - Genetics symbols and coding are always properly identified, written correctly and used properly in genetic crosses, Punnett squares and pedigrees  -All Punnett squares and pedigrees are neatly and properly drawn and labeled |

**Thinking/Inquiry /20**

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| **Section** | **Level  0** | **Level  1 (50-59%)** | **Level 2 (60-69%)** | **Level 3  (70-79%)** | **Level 4  (80-100%)** |
| Introduction | No background information provided | -Very little background information is provided an/or it is largely irrelevant | -Some background information is provided, but some of is irrelevant | -Sufficient and relevant background information is provided, but lacks clarity | -Thorough and relevant background information is provided  -clear & concise |
| Analysis &  Discussion | No analysis, discussion or explanations provided | -Inheritance pattern was correctly interpreted for the traits in one problem  -Results are mostly explained with mostly relevant theory for two problems, or are not explained with relevant theory  -Results are not related to the purpose and hypothesis  - Some Punnett squares and pedigrees are missing, or used in lieu of written explanations  - Calculations are missing or not used to support discussion of theory and elucidation of inheritance patterns  -Differences between hypothesis and results are not provided  -Results are not compared to similar investigations (i.e. classmates and/or body of research).  -Chi-square analyses are missing or incorrectly performed or interpreted | -Inheritance patterns were correctly interpreted for most traits in two problems  -Results are mostly explained with mostly relevant theory for three problems, or only partially explained with theory that is inadequately detailed, and/or lacks relevance  -Relationship of results to the purpose or hypothesis is unclear and/or indirect  - Punnett squares and pedigrees are sometimes used to support insufficient written explanations of theory or sometimes in lieu of written explanations  - Calculations are sometimes used to process data, some in lowest term ratios, and support discussion of theory and elucidation of inheritance patterns  -Differences between hypothesis and results are insufficiently explained and/or unsupported with evidence from the experiment and/or relevant theory  -Results are compared to similar investigations (i.e. classmates and/or body of research). Differences are discussed, but not adequately explained  -Chi-square analyses are correctly performed and interpreted for one of the last two problems | -Inheritance patterns were correctly interpreted for all traits in three problems  -Results are mostly explained with mostly relevant theory for all four problems  -Results are related to the purpose or hypothesis of the lab  - Punnett squares and pedigrees are mostly used to support mostly sufficient written explanations of theory,- Calculations are used to process data and support discussion of theory and elucidation of inheritance patterns  -Differences between hypothesis and results are explained and supported with some evidence from the experiment and/or relevant theory  -Calculations are used most of the time to process data, mostly in lowest term ratios, and support discussion of theory and elucidation of inheritance patterns  -Results are compared to similar investigations (i.e. classmates and/or body of research). Differences are discussed and adequately explained  -Chi-square analyses are correctly performed and interpreted for the last two problems | -Inheritance patterns were correctly interpreted for all traits in all four\* problems without error  -Results are explained with relevant theory in a highly thorough, logical and concise manner for all four problems  -Results are directly and clearly related to the purpose and hypothesis of the lab  - Punnett squares and pedigrees are used to support sufficient written explanations of theory, not in lieu of written explanations  - Calculations are always used to process data into lowest term ratios and support discussion of theory and elucidation of inheritance patterns  -Differences between hypothesis and results are explained and supported with some evidence from the experiment and/or relevant theory  -Results are compared to similar investigations (i.e. classmates and/or body of research). Differences are discussed and thoroughly explained  -Chi-square analyses are correctly performed and interpreted for the last two problems  - Problem #2 is correctly explained |

***NOTES: \*Only problems #3 to 6 were assessed. \*\*Instances of plagiarism will be dealt with at the discretion of the teacher.***